ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002619	N.A.	N.A.	

4. AUTHOR(S): Lynn Gulmon

5. TITLE OF DOCUMENT ABSTRACTED: The Have-Nots

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG.
ST. N.A.
CITY, STATE
TELE. EXT
INST/LOC CODE

9. PUBLISHER OR SOURCE: N.A.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	12

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

migrant children	nutrition	bus transportation	school attendance	
summer school	lunch	language arts	migrant education	
health	achievement	arithmetic		
	attention span	readiness		

17. ABSTRACT (MAX. 250 WORDS)

Migrant children are deprived in the areas of education, opportunity, acceptance by peers, desire to attend school, and parental concern about education. Schools often have to find the migrant children who do not want to attend school. When they do attend school, they are rejected by local children. Because migrant families move about as crops demand, children are never in one area long enough to establish identity with a school or to establish acceptance among peers.

A special summer school session was held to meet the needs of migrant children. Children were divided into five class sections according to age and achievement level. In addition to formal studies, children were given lunch and breakfast, shower baths three times a week, shampoos once a week, and bus transportation to and from school.

The migrant children were unable to work by themselves or in groups. They had poor attention spans and lacked knowledge of how to play. They had very little training in obedience. Great patience was required of teachers who worked with them.

The future is dim for many because educational opportunity has come too late. Regular school attendance, trust in teachers, and a feeling of being wanted are important needs. Though progress is slow, particularly in subject matter areas, some is being made in areas of cleanliness and nutrition.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.
PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

Migrant - State Reports - Colorado

ED002619

THE HAVE-NOTS

ADAMS STATE COLLEGE LIBRARY

by Lynn Gulmon

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

J0600

ED002619

THE HAVE-NOTS

In our society people are oftentimes referred to as the "haves" or the "Have-nots", education also uses these terms for students. In migrant education, the term "have-nots" must apply to all pupils at the Rocky Ford Migrant School.

The "have-not" term has many facets. It may refer to "have-not" had opportunity, "have-not" been made to feel wanted and needed, "have-not" been sought out, "have-not" been encouraged to attend school, "have-not" had parental concern for education, "have-not" been taught that education comes only when the desire to learn is great enough to overcome most handicaps.

It remains our constant duty, as teachers, to install in these youngsters that desire to better themselves through education. It is firmly believed that there is no other answer but education.

In Rocky Ford, the migrant families do not seek us to find out about school. We find them and go back again and again to sell ourselves and our school. Where the families are back for the second year, we always get them back to school. They are eager to come and happy to see a friendly and familiar face among the many strangers. They have been asked each year to call as soon as they reach our area, but they never do. It is to be assumed we have not entirely sold our program, or that they feel they would be pushing themselves upon us. The efforts to overcome this timidity will continue--we shall never give up trying.

When we look at our children and the numerous activities they have during vacation, we think again of the "have-nots". Our children's activities--swimming in a pool, Little League baseball, tennis, reading, public libraries, television, movies, square dancing, and many others. All done in a group of friends, of peers, where they are accepted.

The "have-nots"--swimming in an irrigation ditch--no baseball, no libraries, no reading, no group activities (unless under migrant ministry, where they act as a segregated group), no recreation as a group, because the group who go to school

are too widely scattered to bring together for recreation. No feeling of security, no roots, no feeling of belonging to any community or state. Truly, "Have-nots" in every sense of the term. It is impossible to believe that they do not want and miss these various activities that our youngsters have and enjoy. What is the answer? Of course, settling down in one area would be the best thing, but observing the family or two who have done so since we have had migrant school, they must do so when the children are real young. The children who are 11 or 12 when the family stays are never really accepted by the local groups of children. They are set apart--looked down upon--and, generally speaking, never get to resemble other youngsters of their age. There seems to be something about them that fairly screams "Migrant"!

These children resent being left out of things when they reach an age when they realize they are different. That is one of the reasons we have difficulty with the older groups of children.

The task of the "Have-not" of parental responsibility for education is perhaps the greatest we face. It has been proved by our Saturday attendance that these children can be taught to love school! They usually come with an eagerness to learn. Certainly, they have off-days in school. What child doesn't? The parents have to be sold that the responsibility to get their children in school and keep them in attendance lies entirely with them. It is quite apparent that we have not accomplished this yet. It will take time, but unrelinquished efforts must be given to make these parents realize this is a must for them and their children. There are some who realize and do the job; there are others who forget upon leaving our area.

Desire! How often we hear this word in sports! "Give me a boy with a little talent and a great desire!" say many leading football coaches. Is it any different in education? This is a must! If we can by some method, instill in these young-

sters their age. We think we have them fired up when they leave us, but somewhere the fire fizzles out and they return to the feeling that we will go to school if they find us and ask us to attend.

Are we all doing everything we can for these wandering "Have-nots"? It is doubtful. Surely there can be more effort made to ensure these people of their rightful heritage to a free and full education. This bears repeating. These wanderers are needed in a given area at a given time. There will always be a demand for stoop labor. Machines are not made with the intelligence to determine a weed from a flowering plant, a sickly plant from a healthy one. These people are never needed for any great length of time in any given area. They are as mobile as the crops that demand their type of labor. Surely we owe their children a school opportunity at every stop. There is an alarming number of these children all over the U. S., and from reports of other schools for migrant children, the need is as great as it is here for more education for these people. Let us not rest on any laurels we may think we have coming, rather let us put forth just a little more effort all the time in this direction.

What is the future for these "Have-nots"? It appears to be a dim prospect for many. They will be in the migrant stream, because opportunity has come too late for many of them.

Among our repeat families are two who have had no formal schooling since last summer at Rocky Ford. For the older members, the opportunity for schooling is too late. Where they go when they leave here, we are unable to determine. They are unable to read or write. They can sign their names--most of the time. The ages of these children are 11 to 13. The only future for them is stoop labor. It is the only position they can hold--they are to be pitied! They belong in a trade school; it is believed they could learn a trade--formal schooling is not the answer, although they are happy here and have perfect attendance.

Is there any hope for these children? Yes, definitely, for the majority. It isn't that they do not have the ability--it is that they have not had regular attendance in school. But they must be encouraged and be led to believe in us as teachers. They must attend school whenever the opportunity appears. This will be done only when they trust and feel they are wanted. Our school is strictly voluntary--we have no compulsory attendance law. We do not coddle them; the school is run as nearly like a regular school session as possible. We expect discipline and get it. We want mannerly lunch room habits, and we have it. These are just normal youngsters with a lack of formal education.

THE SCHOOL

The fourth summer school opened on May 30 with all fingers crossed. There were a number of reasons for anxiety. Memorial Day and the fact that some families were not contacted until quite late on Sunday afternoon. Regular school closed at noon Saturday--not giving us much time to contact the migrant families.

There is only one camp in the Rocky Ford area--West Ranch. All others are located by means of "Beat the Bushes" technique. The map of Otero County, at the end of the report, will show the area we cover to secure children.

This year's group came ready to settle down and eager to learn. They are much quieter and more mannerly. It is always amazing to see the reaction of these children the first day of school. I always ride the Fowler bus run, and the first day with 31 children aboard, it was deathly quiet both morning and evening. It took 3 or 4 days before they found friends, loosened up, and began to chatter during the ride. On the other bus run, there were several extroverts so that it seemed like a normal bus ride.

On Saturday, June 11, a severe hail storm hit the Arkansas Valley. On Monday,

enrollment was down. Some of our loss we can directly lay to the storm.

We have five sections again this year. Because of the wide ranges of achievement, even among children of the same ages, the sections were first assigned according to size. Again, it was difficult because lack of time prevented any pre-school attempt to find what level these children are.

After two days, we had a general shifting of students in three sections. The following will be a general report on the sections as nearly accurate as possible to give.

SECTION I

This group of youngsters 5, 6, and 7 contains a number varying from 14 to 17. These are the non-English speaking children They seem to be intelligent, but do not know many words in Spanish either. Again, the lack of experience, home background, lack of education in the rest of the family, and lack of conversation in the home contributes to the general lack of knowledge and vocabulary.

With this group, the teacher is working, primarily, on conversational English. Everything is done to give them the concept of the word.

Numerous devices are used to give meaning to the word, and to make sure they understand what it actually is and not just memorize the word.

SECTION II

This section ranges in age from 7 to 10. In arithmetic there are four levels. A group of 7 to 9 year old children are in readiness books. Some ages 8 to 10 are in first grade arithmetic, some are in 2nd grade books, and one, age 10, is working on 3rd grade level.

In reading, they range from readiness to 4th grade level. Again the ages of

some of the readiness group will be 8 or 9 years old.

The writing ranges from non-writers, to one cursive, and mostly manuscript.

This room writes a daily newspaper with the contents being what each one has done the previous evening. They enjoy this very much. This device helps teach reading and arithmetic as the number of children present is included in the paper. So many boys and so many girls are here, and the total is so much.

This group has difficulty recognizing basic colors. So many things we usually think children know, has to be retaught or taught for the first time.

Alphabet picture flash cards are used often in this room. There are many who do not know the alphabet. This is an invaluable aid to English vocabulary as well as alphabet, and used in the manner of a game also helps break the monotony of drill. They seem to enjoy the competition, and get quite excited and noisy in their eagerness to express the fact that they know the words or letters.

They thoroughly enjoy the art period, and come up with some surprisingly colorful objects of art. They have made several things from egg cartons, and their free expression paintings have been very good.

Section III

It is so difficult to write a report on some of these rooms. In this section the ages range from 7 to 9. In reading the range is from first pre-primer to second grade. Only one girl reads on the 2nd grade level and she, not fluently. We keep her in this room because we feel the room needs a spark to offer competition.

In arithmetic the one girl is on first grade level and all the rest are in readiness work.

All the children write manuscript, some quite laboriously.

They use puzzles, both as a learning device and as a break in the monotony of school. Picture puzzles, maps of the U. S., puzzles with pictures of different actions where they must place the picture in the slot with the correct word.

Alphabet picture flash cards are used here too.

The walls and bulletin boards are decorated with colorful pictures and exhibits of children's art. They love doing animals and coloring them.

The room used pictures to show home and school relationship. Such as a bus that brings them to the school house--the lunch program--the family after they get home.

All rooms show a definite lack of formal schooling--and after a few days, the children react as regular school children do.

SECTION IV

This group has an age range from 8 to 11. In reading they are all on level 2_2 with one exception. The one girl is on 4th grade level. The same holds true in arithmetic. Most of them are retarded at least 2 years, merely because they have not been in school regularly.

In writing, four write cursively--the remainder use manuscript.

This teacher is using the materials she gathered as a part of the Migrant Education Workshop at Alamosa last summer. This workbook is geared to the level of these youngsters and has enough material for a six week session. It is a very good piece of work and should be valuable to other short term schools.

Handcraft is being taught here in the afternoon. Each child is making a bolero jacket from gunny sacking lined with rayon or other suitable material. The children then sew on designs in gayly colored yarns, beads, trinkets etc. They are really delightful to see when finished. The boys were as eager to do this type of project as were the girls. All in all, a most interesting and satisfying project.

Now they are painting and decorating cigar boxes. These may become many things to them. Such as handkerchief boxes, jewel boxes, or just a place to put the many, many items every child treasures. Such a project is simple to do, costs practically nothing, and is so valuable to these children.

SECTION V

Here is a group consisting entirely of boys---11 to 13. A group that ranges from non-learners, practically, to good 5th grade level. In reading, there are two who can read 5th grade level pretty well, but are almost lost in arithmetic.

This room strives for a give and take conversation at all times. It is difficult to get them to talk. They are very reticent.

Always, it is found that they do not know many words that we take for granted they should know.

Three times weekly a trained industrial man comes in to teach leathercraft to this group. They are absolutely fascinated by this work. Where the attention span is usually quite limited, they give one hour's concentration to this work. It is heartening to see them when this class is in session.

They use the vibrator knife, the gold plate stamping machine---tools they have never seen and will probably never use again.

It is hoped that each will have made a key case and billfold before they leave this summer. On both key case and billfold they may stamp their name, date, name of the city or any appropriate message they wish. A real project for boys, and they work so diligently at it.

SUMMARY

In every room, the most difficult task is to try to get them to work either singly or in groups by themselves. Each one feels he must have the sole attention of the "Teecher" or "Mees" at all times. Some become sulky--others resort to naughtiness to gain the attention of the teacher.

The attention span of all of the children is less than it should be. To break the monotony, most rooms use puzzles where they may go for diversion. If they do not want to try to get their work; no puzzle. It works for the most; not forsome.

Patience is the virtue needed for the teacher of this type youngster. One cannot ever get angry with them and show it. They would be puzzled, because so much of the manners and behavior we expect from children is foreign to these youngsters. Where 9 and 10 year olds take the place of mothers who work in the fields, one can realize that obedience is not forthcoming immediately.

There is a general lack of knowing how to play. Many of the games our children play are unknown to these. They do not like rules--that spoils the game. They lack so much--their need is so great--we become firmly attached to them, and feel so sad when they leave. Where will they go--is there a friendly school waiting--do they think of us as often as we think of them? If only I could follow their route of migration to see how they fare for the remainder of the year!!

HEALTH AND NUTRITION

Each year the children arrive at school really hungry. It takes two weeks or longer to fill them to a point where their eating slacks off somewhat. The menus are geared to the things youngsters like--not just migrant children, all

children. It is our opinion that we should not try to force strange foods upon them, but rather give them the meals they enjoy and are accustomed to eating. Surely we cannot expect to give them all vitamins etc. needed for a week when we have them only 6 of the 21 meals eaten during any given week. They are allowed seconds or thirds and even fourths if they can eat that much. Milk is also given as often as they want during a meal. There is very, very little waste of food during our summer school. They are especially fond of canned fruits, and we have some on every day's menu. We do not offer puddings of any sort because it is strange to them and a waste of money and food.

Shortly after reaching school in the morning, all children are taken to the lunch room, in groups, to be served a breakfast of graham crackers, bread, butter, and jam, and milk. Realizing the parents go to the fields at 5 a.m., we are certain the majority do not have anything to eat before coming to school.

In previous years, the children would be restless or listless and unable to be ready for school work until they had eaten. We always give them milk in the morning. After starting to feed them at 7:45 or 8 a.m., they are much more willing to settle down to work. Can any of us concentrate mentally or work physically when our stomachs constantly remind us that we have neglected to feed it?

Three times weekly, every child in school receives a shower bath. They thoroughly enjoy the clean, running water. At least once weekly the girls have their hair washed. The boys get their's scrubbed every time we shower. The majority of the boys have short "American" hair cuts, as I refer to them. The one device I used to get the boys out of the shower backfired. They first would leave screaming when I would turn on the cold water. Now, they enjoy that as much as warm water. Are these kids any different?

It has been said that these children come to school solely for the purposes of the showers and the food. It has always been my contention in regular school

terms that if a child leaves elementary school able to read only comic books; "So what! It is better than reading nothing at all." So with these wandering nomads—if we can help them in cleanliness and nutrition isn't it better than receiving no help whatever? Of course, that is not the sole learning they receive. We can see them progress, even in a short span of 30 days.

So we approach the end of our fourth summer school with a feeling that we have accomplished more this year than ever before. Our teachers are becoming pros at this school. Without them, there would be no successful school.

The cooperation is wonderful and thanks are hereby given to the following:

Mr. Marcos Ortega - Custodian - invaluable as a teacher and interpreter.

Miss Janet Slate - Secretary - jack of all trades and indispensable.

Mrs. Lucille Brenton - Nurse - one of the must haves.

Mrs. Hazel Johnson - Cook - a heart for all kids.

And our teaching staff whose far reaching influence and importance will probably never be known.

Mrs. Lorene Irvin, Mrs. Ruth Melville, Mrs. Edna Middleton,

Mrs. Merce Aschermann, Mrs. Mildred Haddan.

Fowler Route - 51 miles, round trip

West Ranch Route - 15 miles, round trip

All Other Routes - 17 miles, round trip